

**Local Literacy Plan for
Berg Jones Elementary/Monroe City Schools
Dr. Kristy Hebert, Principal
Mr. Sam Moore III, Superintendent
August 28, 2026**

LOUISIANA'S LITERACY PILLARS



Literacy
Goals



Explicit instruction,
Interventions,
& Extensions



Ongoing
Professional
Growth



Families

Across all literacy practices, we want to ensure
access and opportunities for every learner every day.

Section 1A: Literacy Vision and Mission Statement

1. What is the school/system's focus and mindset around literacy?
2. What is the primary, overarching goal and expected or intended outcomes for the school(s) around literacy?
3. Are the vision and mission statements inclusive of all leaders, teachers, students, and families?

Literacy Vision	Berg Jones Elementary ensures that every student will develop and demonstrate effective reading, writing, speaking, and listening skills by participating in high-quality, explicit literacy instruction across all content areas.
Literacy Mission Statement	Maintain high expectations and promote academic excellence for all students.

Section 1B: Literacy Goals

1. What are the overall literacy goals?

Section 1B: Literacy Goals

2. What are the student-focused [leading and lagging goals](#), including individual subgroups?
3. What teacher-focused goals lead to students meeting their goals?
4. What are the program-focused goals for creating structures that help students and teachers succeed?
5. How is the plan to measure these goals?

Goal 1 (Student-Focused)	By May 2027, all K-3 students will meet or exceed their yearly growth target, improving the school's literacy screening benchmark percentage from 56% (EOY '26) to 80% (EOY '27), through a focus on developing teachers' abilities to utilize data to identify student needs, such as interventions, extensions, or other additional supports.
Goal 2 (Teacher-Focused)	By 2027, all ELA teachers will achieve an overall average score of proficient (3) or higher within the Instructional Domain on the Louisiana Educator Rubric (LER) with a focus on a continuum of learning to positively impact student achievement, teaching, and leading.
Goal 3 (Program-Focused)	By 2027, all ELA teachers will implement the adopted HQIM with integrity, promoting responsive decision-making and accessibility for all students.

Section 2: Explicit Instruction, Intervention and Extension

[Louisiana's Tiered Pathways for Literacy Support](#) (TPLS) Framework guides implementation of healthy Tier I core instruction and extension, as well as effective Tier II and Tier III interventions. While acceleration, intervention, and special education services are essential, they cannot replace coherent literacy instruction using high-quality instructional materials (HQIM). Healthy Tier I instruction for all students is the best prevention measure against overloading the intervention system. This section is designed to support Tiers I, II, and III instruction.

Tier I	1. Are Tier I instruction and small-group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM?
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Section 2: Explicit Instruction, Intervention and Extension

	a. Strong Tier I instruction should result in at least 80% student mastery in overall class assessment data. 2. Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction? 3. Is the Instructional Leadership Team (ILT) trained in the implementation and evaluation of the HQIM? 4. Is there a regular walkthrough schedule to determine support around Tier I? 5. Is the ILT responding to data to support a healthy Tier I? 6. Are teachers and leaders effectively trained in unit and lesson preparation (K-2 Skills Unit, K-2 Skill Lesson, K-2 Knowledge Unit, K-2 Knowledge Lesson, 3-12 Unit Preparation, 3-12 Lesson Preparation) 7. What data and resources are being used to support extension?
Amount of time spent on daily literacy skills instruction and how it is used	<u>CKLA (K-2)</u> • 60 minutes of foundational skills • 60 minutes of knowledge <u>Guidebooks (3-6)</u> • 90 minutes of ELA instruction with foundational skills embedded
English Language Arts textbooks and instructional materials used	• CKLA (K-2) • Guidebooks (3-6) • Grammar Workshop (2-6) • TWR (K-6)
Tier II	1. Is the Tier II intervention being provided by a classroom teacher/tutor or other extensively trained literacy educator using approved HQIM? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier II intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier II intervention? 5. Has progress monitoring of Tier II intervention occurred bi-weekly or weekly, depending on the needs of the student as indicated by assessment data?
Tier II plan, including the amount of time	30 minutes daily (HDT/RTI) Skills addressed will align with deficit areas identified by K-3 literacy screener, 3rd Grade ELA Diagnostic, and 4th – 5th Grade LEAP results. Progress monitoring every week or every other week depending on data.

Section 2: Explicit Instruction, Intervention and Extension

List of available interventions and their descriptions	• mClass activities/materials • Lexia Core5 lessons • Additional supports from Tier 1 curriculum
Tier III	1. Is the Tier III intervention being provided by a literacy staff member who possesses deep conceptual knowledge and specialized skills in reading instruction and has been fully trained in the adopted Tier III curriculum? 2. Are curriculum-based measures and assessments from HQIM consistently used with integrity to reflect the effectiveness of the Tier III intervention? 3. Does the skill of the intervention and the progress monitoring tool align with the identified needs of the student based on current literacy assessment data? 4. Do student schedules ensure they are not pulled from Tier I core instruction to receive Tier III intervention? 5. Is progress monitoring of Tier III interventions occurring at least on a weekly basis to track student progress and adjust interventions as needed?
Tier III plan, including the amount of time	30 minutes daily (HDT/RTI) - Individualized Skills addressed will align with deficit areas identified by K-3 literacy screener, 3rd Grade ELA Diagnostic, and 4th – 5th Grade LEAP results. Progress monitoring every week.
List of available interventions and their descriptions	• mClass activities/materials • Lexia Core5 lessons • Additional supports from Tier 1 curriculum

Action Plan					
Goal	Timeline	Action Steps	Person(s) Responsible	Resources	Monitoring Evidence of Teacher and Student Success
1	August - September	Create first cycle of ILT and TC around unit and lesson preparation	ILT Team/Instructional coach	3-12 Unit Preparation 3-12 Lesson Preparation	-teacher unit preparation documents will demonstrate teacher understanding of skills and knowledge unpacked from HQIM assessments, rubrics, exemplars and texts -lesson annotations demonstrate understanding of lesson and activity purpose, mastery expectations for that day's lesson, what parts of the lesson will be explicitly modeled, and student differentiation -95% of observed students are engaged in and demonstrating learning through reading, speaking, listening, or writing tasks that are explicitly aligned to the lesson's learning objective and the unit's identified knowledge and skills. Evidence: Student exit tickets, daily formative assessments, and walkthrough data -A measurable increase in performance from section diagnostics to culminating writing tasks, with at least a 10% increase in students meeting or exceeding proficiency. Evidence: Section

Action Plan					
					diagnostic data, culminating student work
2	August	Review prior year data; input data into data trackers	Teachers and Curriculum Coordinator	EOY data and data trackers	Update trackers after each assessment period; make instructional decisions/adjustments based on data
3	August - December	Analyze DIBELS to group students for HDT; make adjustments based on progress monitoring data	Teachers/Literacy Coach/ILT	Amplify	Progress monitoring data
4	September	Implement HDT and utilize Study Track	Teachers	HDT lists and access to Study Track	Tracking data
5	September	Develop SLTs	Teachers/ILT	SLT templates; relevant data (DIBELS/LEAP)	Completion and approval of SLTs
6	September – April	After-School Tutoring	Teachers	HQIM supports; mClass activities, Literacy Library	Focus on foundational skills to increase reading proficiency in grades 4 th – 6 th
7	September - April	Snack Club	Teachers (Sponsor)	Social-emotional/literacy activities	Track referrals of students and improved literacy results on benchmark assessments and proficiency exams for K-3 students

Action Plan					
8	December - May	Analyze DIBELS to group students for HDT; make adjustments based on progress monitoring data	Teachers/Literacy Coach/ILT	Amplify	Progress monitoring data

Section 3A: Professional Learning: Partners (if applicable)

1. Have teachers received initial implementation and launch training on their HQIM?
2. Is there ongoing professional learning around the different components/assessments within the HQIM? How is the leadership evaluating the effectiveness of the PL?
3. Are teachers trained in the Science of Reading, reading interventions, and content/disciplinary literacy as applicable by grade level?
4. Are coaching days provided by the [Louisiana Professional Learning Partners](#)?
5. Have the Louisiana Professional Learning Partners been evaluated based on the ELA Criteria using the [efficacy indicators](#)?

Potential Professional Learning Planning

Month/Date <i>(When can PL be scheduled throughout the school year?)</i>	Topics <i>(What topics are most needed and should be covered and/or prioritized?)</i>	Attendees <i>(Who would benefit most from this PL? Consider also who can redeliver to other teachers/faculty.)</i>
August 2026 – May 2027	Data Trackers	Teachers, Admin, Literacy Coach
August 2026 – September 2026	Implementation of HQIM	Teachers, Admin, Literacy Coach
August 2026	ELA Standards and Objectives	Teachers, Admin, Literacy Coach
August 2026 – March 2027	Progress Monitoring	Teachers, Admin, Literacy Coach
September 2026 – April 2027	Focus skills in LEAP	Teachers and Admin
September 2026	Grouping students based on data	Teachers, Admin, Literacy Coach
September 2026 – April 2027	Instructional Strategies	Teachers, Admin, Literacy Coach

Section 3A: Professional Learning: Partners (if applicable)

September 2026	HDT expectations	Teachers, Admin, Literacy Coach
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Section 3B: Professional Learning: Instructional Leadership Teams (ILT) and Teacher Collaboration (TC)

1. What is the ILT/TC long-range plan to support literacy?
2. Is the ILT/TC long-range plan chunked into cycles that lead to the success of yearly goals?
3. How/when is the effectiveness of cycles monitored?
4. Is HQIM embedded in the cycles and long-range plans?
5. How do the LER indicators support HQIM implementation during cycles in ILT and TC?
6. Are ILT members trained to support literacy?

Potential Cycle Topic	Goal for Cycle	How is the success of the cycle monitored?
Implementation of HQIM	Ensure materials reflect evidence-based practices, adhere to the Science of Reading, and align with state standards.	Students achieve at least 80% on classroom assessments.
Data Analysis and Tracking	Use curriculum-embedded assessments and literacy screener data to guide decisions based on students' performance.	Data trackers are kept up to date; progress monitoring data

Section 4: Family Engagement Around Literacy

1. To improve family engagement around literacy, what is the plan to:
 - a. include families in focus groups and other discussions with teachers, students, and leaders around:
 - i. school literacy priorities and programs aligned to the [school's mission](#)?
 - ii. family access to interpret literacy data (screener and LEAP) and resources available?
 - b. using communication and methods that accommodate all families?
 - c. providing ongoing support and communication to families regarding the progress of their child's IASP?
 - d. providing family-friendly professional learning regarding literacy knowledge and grade-level student expectations?
2. How can community partners:
 - a. engage families and strengthen the connections between school and community?

Section 4: Family Engagement Around Literacy

- b. invest in sustained literacy efforts in the school and community that extend beyond the school day?
- c. expand access to literacy resources?
- 3. What [resources](#) and [tools](#) are shared with families and community partners to enhance literacy?

Month/Date	Activity	Accessibility Opportunities	Community Partners
August 2026	Meet and Greet	General rules and expectations	Parents/Guardians
October 2026	Fall Festival	Incorporate literacy games; provide literacy resources	Parents/Guardians and Students
February 2027	Math and Reading Night	Literacy focus on DIBELS measures/word problems in math	Parents/Guardians and Students
March 2027	DIBELS/LEAP Parent Night	Expectations for EOY assessments; 3 rd Grade must pass DIBELS for promotion	Parents/Guardians
April 2027	Spring Carnival	Provide literacy resources	Parents/Guradians
September 2026	Open House	Discussion of literacy strategies and resources (DIBELS/LEAP)	Parents/Guardians

Section 5: Alignment to Other Initiatives

To successfully implement, communicate, and monitor this literacy plan, what is the plan to:

Section 5: Alignment to Other Initiatives

1. Identify which district or school initiatives most directly support literacy goals, including:
 - a. School improvement plan
 - b. Early childhood programs
 - c. Cross-curricular initiatives
 - d. Community programs
 - e. System-wide priorities across schools
2. Determine which initiatives should be prioritized, integrated, or streamlined to ensure sustainable implementation of literacy goals.
3. Align initiatives to ILT priorities, walkthrough look-fors, and teacher collaboration cycle goals?

Initiative Alignment		
Other Programs/Initiatives	Connection to Literacy	Monitoring Plan/ Evidence of Success
United Way	Read, Learn, Succeed Program	Improved results in STAR Reading and DIBELS
Local Library	Library programs	Increase use of local library
Read the Day Away	Volunteers read aloud to classes	Sign-in sheet for volunteers

Section 6: Communicating the Plan

To ensure clear communication and strong implementation of this literacy plan, what is the plan to:

1. Define clear, non-negotiable implementation expectations for schools, including the role of school-based literacy teams and alignment with ILT and teacher collaboration structures.
2. Clarify the roles and responsibilities of district leaders, school leaders, instructional coaches, and teachers in implementing and monitoring the plan.
3. Communicate the plan to families and community members in clear, accessible ways, including the plan's goals, expectations, and how they can support student literacy.
4. Provide regular, transparent updates on progress, including both student literacy outcomes and implementation progress.
5. Establish consistent structures for monitoring implementation at the school level (e.g., quarterly reporting, benchmark meetings).

Communication Plan

Section 6: Communicating the Plan

Stakeholder Group	Plan for Communicating	Timeline
Parents/Guardians	Newsletters, Class Dojo, School Website, Facebook, Parent Command	August 2026 – June 2027
Administration	ILT meetings	August 2026 – June 2027
Faculty and Staff	PLCs, TCs, Faculty Meetings	August 2026 – May 2027